

UNION SCHOOL DISTRICT

130 Main Street
Union, South Carolina 29379

GRADES PK-12

ENROLLMENT 4,850 Students

SUPERINTENDENT Thomas White 864-429-1740

BOARD CHAIR Jane Hammett 864-427-7081

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	11	0	0

IMPROVEMENT RATING: **BELOW AVERAGE**

ADEQUATE YEARLY PROGRESS: **NO**

This district met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Excellent	No
2004	Good	Below Average	No

DEFINITIONS OF DISTRICT RATING TERMS

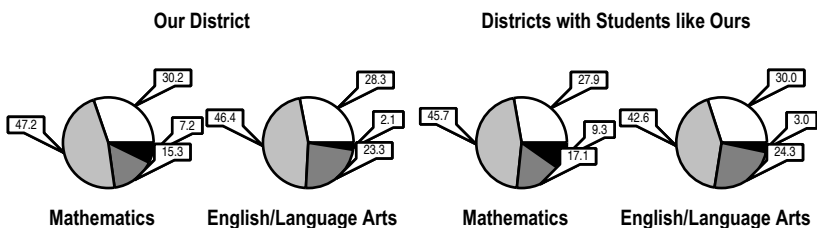
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	71.6	N/A	N/A	74.1	N/A	N/A
Passed 1 subtest	14.2	N/A	N/A	13.8	N/A	N/A
Passed no subtests	14.2	N/A	N/A	12.1	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	9.0	12.2
Seniors who met the SAT/ACT requirement	9.0	12.4
Seniors who met the grade point average	50.2	48.4

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	2,261	98.6	28.3	46.3	23.3	2.1	25.4
Gender							
Male	1,147	98.5	34.0	46.5	17.9	1.6	19.5
Female	1,114	98.7	22.5	46.0	28.8	2.6	31.5
Racial/Ethnic Group							
White	1,336	99.0	20.9	46.5	29.5	3.2	32.7
African-American	906	98.2	39.7	46.4	13.5	0.4	13.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,777	99.2	22.6	47.2	27.8	2.4	30.2
Disabled	484	96.7	49.8	42.9	6.2	1.1	7.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,261	98.6	28.3	46.3	23.3	2.1	25.4
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	2,261	98.6	28.3	46.3	23.3	2.1	25.4
Socio-Economic Status							
Subsidized meals	1,436	98.2	35.6	48.0	15.6	0.8	16.4
Full-pay meals	819	99.5	16.0	43.5	36.2	4.4	40.5
Mathematics							
All Students	2,261	98.5	30.2	47.2	15.3	7.2	22.5
Gender							
Male	1,147	98.3	32.1	46.6	13.8	7.5	21.3
Female	1,114	98.7	28.2	47.9	16.9	6.9	23.8
Racial/Ethnic Group							
White	1,336	98.9	22.4	47.7	19.5	10.3	29.8
African-American	906	98.0	42.3	46.6	8.8	2.2	11.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,777	99.2	23.6	49.4	18.2	8.9	27.1
Disabled	484	95.9	55.5	39.2	4.5	0.9	5.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,261	98.5	30.2	47.2	15.3	7.2	22.5
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	2,261	98.5	30.2	47.2	15.3	7.2	22.5
Socio-Economic Status							
Subsidized meals	1,436	98.2	38.6	47.6	10.6	3.2	13.8
Full-pay meals	819	99.2	15.9	46.7	23.4	14.0	37.4

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	395	100.0	18.5	44.7	32.3	4.5	36.8
	Grade 4	373	99.5	23.1	52.3	23.7	0.9	24.6
	Grade 5	365	99.5	35.9	49.3	14.8	N/A	14.8
	Grade 6	406	98.3	29.1	44.2	20.9	5.8	26.7
	Grade 7	393	96.7	41.4	43.1	15.0	0.6	15.6
	Grade 8	410	95.6	36.6	48.9	14.5	N/A	14.5
2004	Grade 3	368	100.0	18.1	40.8	36.4	4.7	41.1
	Grade 4	384	99.2	23.8	46.8	28.4	1.1	29.5
	Grade 5	361	100.0	23.3	55.1	21.1	0.6	21.6
	Grade 6	372	98.9	35.1	45.4	18.1	1.4	19.5
	Grade 7	405	97.3	31.7	49.2	17.5	1.5	19.1
	Grade 8	376	96.5	38.7	45.1	13.6	2.5	16.2

Mathematics								
2003	Grade 3	395	100.0	18.8	54.8	20.4	6.1	26.5
	Grade 4	373	100.0	17.3	52.3	19.3	11.1	30.4
	Grade 5	365	99.2	31.1	55.4	12.6	0.9	13.4
	Grade 6	406	98.3	34.1	40.4	16.5	8.9	25.5
	Grade 7	393	98.5	42.5	40.6	10.2	6.6	16.9
	Grade 8	410	98.3	40.1	47.1	10.2	2.7	12.8
2004	Grade 3	368	99.7	22.0	60.2	13.9	3.9	17.8
	Grade 4	384	99.5	24.0	47.4	19.1	9.4	28.6
	Grade 5	361	99.7	26.5	49.0	15.5	9.0	24.5
	Grade 6	372	99.2	27.2	47.8	18.3	6.7	25.0
	Grade 7	405	97.0	36.7	38.8	14.7	9.8	24.5
	Grade 8	376	96.0	45.7	40.9	9.0	4.5	13.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	365	94.5	17.2	27.1	34.4	21.3	55.7
Gender							
Male	165	93.9	18.2	29.2	35.1	17.5	52.6
Female	200	95.0	16.4	25.4	33.9	24.3	58.2
Racial/Ethnic Group							
White	223	94.6	11.0	17.6	40.5	31.0	71.4
African-American	141	94.3	27.3	41.7	25.0	6.1	31.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	310	95.2	8.9	27.6	39.2	24.2	63.5
Disabled	55	90.9	66.0	24.0	6.0	4.0	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	365	94.5	17.2	27.1	28.7	21.3	55.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	365	94.5	17.2	27.1	34.4	21.3	55.7
Socio-Economic Status							
Subsidized meals	178	92.1	26.4	35.0	28.8	9.8	38.7
Full-pay meals	187	96.8	8.9	20.0	39.4	31.7	71.1

Mathematics							
All Students	365	94.2	24.9	33.0	28.7	13.5	42.1
Gender							
Male	165	93.3	23.5	32.0	30.7	13.7	44.4
Female	200	95.0	25.9	33.9	27.0	13.2	40.2
Racial/Ethnic Group							
White	223	94.6	15.2	28.1	36.7	20.0	56.7
African-American	141	93.6	40.5	40.5	16.0	3.1	19.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	310	95.2	17.4	34.8	32.4	15.4	47.8
Disabled	55	89.1	69.4	22.4	6.1	2.0	8.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	365	94.2	24.9	33.0	28.7	13.5	42.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	365	94.2	24.9	33.0	28.7	13.5	42.1
Socio-Economic Status							
Subsidized meals	178	92.1	38.0	32.5	21.5	8.0	29.4
Full-pay meals	187	96.3	12.8	33.5	35.2	18.4	53.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All students	259	96.1%	245	9.0%	286	76.6%	N/A
Gender							
Male	119	97.5%	114	11.4%	140	72.1%	
Female	137	95.6%	131	6.9%	146	80.8%	
Racial/Ethnic Group							
White	160	97.5%	145	14.5%	168	77.4%	
African American	96	94.8%	98	1.0%	117	76.1%	
Asian/Pacific Islander	N/A	N/A	0	N/A	1	I/S	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	232	97.8%	227	9.7%	253	81.8%	
Disabilities other than speech	24	83.3%	18	0.0%	33	36.4%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	256	96.5%	245	9.0%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	2	I/S	1	I/S	
Non-LEP	255	96.5%	243	9.1%	285	76.8%	
Socio-Economic Status							
Subsidized meals	116	95.7%	106	0.9%	130	74.6%	
Full-pay meals	140	97.1%	139	15.1%	156	78.2%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	96.1%	94.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	286	410
Number of Diplomas	219	314
Rate	76.6%	75.9%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	437	462	455	460	892	922
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.9	17.9	18.2	18.2	18.5	18.7	18.4	18.1	18.3	18.4
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 4,850)				
First graders who attended full-day kindergarten	94.9%	N/C	98.4%	97.2%
Retention rate	5.6%	Up from 0.1%	5.4%	5.3%
Attendance rate	95.7%	No change	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.6%		6.9%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%		5.6%	5.1%
Eligible for gifted and talented	15.1%	Up from 13.7%	11.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.9%	No change	11.9%	10.9%
Older than usual for grade	4.6%	Up from 3.8%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.1%	0.9%	1.1%
Enrolled in AP/IB programs	10.4%	Down from 12.7%	8.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	132	Up from 105	136	157
Completions in adult education GED or diploma programs	61	Down from 74	40	39
Annual dropout rate	5.6%	Up from 4.7%	3.1%	2.9%
Teachers (n= 364)				
Teachers with advanced degrees	59.9%	Up from 58.2%	47.2%	50.0%
Continuing contract teachers	89.8%	Up from 88.7%	86.0%	84.6%
Highly qualified teachers**	95.2%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	2.6%		4.2%	4.4%
Teachers returning from previous year	91.8%	Down from 92.2%	89.6%	89.9%
Teacher attendance rate	94.2%	Up from 94.0%	94.6%	94.7%
Average teacher salary	\$40,641	Up 1.9%	\$40,161	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.4%	0.3%
Prof. development days/teacher	12.5 days	Up from 11.6 days	12.0 days	12.0 days
District				
Superintendent's years at district	1.5	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 18.4 to 1	20.4 to 1	21.0 to 1
Prime instructional time	88.2%	Down from 88.8%	89.3%	89.5%
Dollars spent per pupil*	\$7,426	Down 0.1%	\$7,288	\$7,217
Percent of expenditures for teacher salaries*	57.4%	Down from 58.7%	56.2%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	94.4%	Down from 95.9%	97.3%	97.3%
Number of schools	9	No change	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	11.2%	Up from 10.6%	2.1%	4.3%
Average age in years of school facilities	39	Up from 36	25	26
Number of schools with SACS accreditation	2	No change	9	8
Average administrator salary	\$65,891		\$66,124	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	27.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Our School District made significant progress during a period of unprecedented financial instability, and we have much to celebrate. Graduates enrolled in prestigious universities and technical colleges and received numerous scholarships. Schools in Union County again this year received state awards in recognition of exemplary student achievement. Students and teachers enjoyed statewide recognition in academics, career and vocational activities, service endeavors, athletics, and the Visual and Performing Arts. Mrs. Dale Goff, principal from Foster Park Elementary School, received the 2004 National Distinguished Principal Award from the U.S. Department of Education, the National Association of Elementary School Principals and the S.C. Association of School Administrators, Elementary Division.

We received numerous grants this year including the 21st Century Learning Center Grant for after school programs, the Modern Red SchoolHouse grant, the SAT incentive, the Commission on Higher Education grant, the Workforce Investment grant, the Tech Prep grant in collaboration with the Upstate Regional Center for Educational Support, and grants from Safe and Drug Free Schools for School-based Mental Health Programs and Service Learning Projects. These grants totaled more than \$1,350,000.

The Board of Trustees established a challenging vision based on the high expectations of our community. Our teachers, principals, students and parents are committed and work diligently to bring this vision to reality. Union County is fortunate to have dedicated individuals who work to ensure that our district is meeting students' needs.

The Comprehensive Developmental Guidance Plan, a long-range district-wide technology plan, vertical teaming, implementation of the Key Practices of High Schools that Work and SAT/ACT seminars are a few of the focal points for the 2004-2005 school year.

We will continue to hire and retain the best teachers, use instructional time and dollars wisely and include our stakeholders, the citizens of Union County, who are staunch supporters of solid values and public education. We had an excellent year, but our goal is continuous improvement. I am confident of success if all teachers, students, parents, administrators and community leaders continue to place our children first.

Thomas D. White, Jr., Ph.D.
Superintendent